

FE Week

**COLLEGES WIN FREE
SCHOOL BIDS**



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**WARNER'S ROCK
STAR DREAM**



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AND 11

**CAMERON'S CITIZEN
GUARANTEE**



PAGES 12
AND 13

Cash contributions plan facing the axe?

In his first interview with **FE Week**, Skills Minister Nick Boles gave a strong indication that he could be ready to drop controversial plans to make employers pay for apprenticeships.

(And he keeps up with what's happening in the sector with a flick through the only newspaper dedicated to further education and skills — pictured right).

Pages 4 and 5



We are not going to be introducing any reforms that are off-putting to employers



FUNCTIONAL SKILLS HANDED LIFELINE

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Functional Skills could be set for a return to government favour with Skills Minister Nick Boles having revealed plans to make the qualifications “legitimate, valid, respected and admired”.

The qualifications, which aim to equip learners with basic skills in English, maths and ICT, have increasingly been seen as mere “stepping stones” toward GCSEs by some, including former Skills Minister Matthew Hancock.

They were even due to be removed as a requirement for apprentices in favour of GCSEs from 2017.

But Mr Boles described Functional Skills as “important” when he appeared at an *FE Week* fringe event at Conservative Party Conference, and pledged to work with Ofqual on improving elements of the qualification, including the branding.

The change in rhetoric has been welcomed

by Functional Skills expert Roger Francis, who said his comments represented a “major policy change”.

When reminded of previous government attempts to get colleges to offer “GCSE or nothing,” Mr Boles said: “Well, now I am saying it’s both.”

He added: “We need to work on making Functional Skills a legitimate, valid, respected, admired currency for people who have a slightly different way their brain is wired. It’s probably as simple as that.”

“The specific practical step is that I have asked Ofqual in my first meeting with them to do a formal review of Functional Skills, to look at what’s in them, what they think of them, but also to give us some advice on the branding of them.”

Mr Francis, business development director at Creative Learning Partners, said: “The government was previously very keen to have a single ‘gold-standard’ qualification and they saw GCSEs as that standard and simply saw Function Skills as a ‘stepping-

stone’ towards GCSEs.

“Most of us in the vocational sector view them as being the equivalent gold standard for the work-based learning sector.

“If they are changing their minds that is a major policy change and is very welcome.”

Mr Boles re-emphasised government policy which dictates that those who get a D grade in GCSE English or maths must re-sit the qualification, but added: “If you’ve done worse than that, maybe what it’s telling us is that the whole way a GCSE is constructed is just never really going to sell it to this person.

“That’s why Functional Skills are so important.”

David Hughes, chief executive of the National Institute of Adult Continuing Education (Niace), said the minister’s recognition of Functional Skills was “great news”.

He added: “Functional Skills play a vital role in helping people to get ready for, and progress in, work, much more so than a

GCSE does.

“If we are going to break the intergenerational cycle of low literacy and numeracy and if we are going to equip adults with the essential digital skills for the future, then we must give learners the opportunity to improve their skills in ways that work best for them.

“We are keen to support the minister in making sure that Functional Skills qualifications are rigorous, well-taught and better respected.”

Charlotte Bosworth, director of skills and employment at OCR, said: “I am really pleased with Nick Boles’s announcement that Functional Skills is likely to continue to be recognised as a valuable maths and English qualification for post-16 learners.

“I feel this provides a more appropriate assessment approach for learners studying alongside a vocational or technical programme.”

See editor’s comment on page 8

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See back page for more information.



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NEWS

FE PROVIDERS IN HS2 COLLEGE PLANS

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At least 10 FE and skills sector providers could be involved with the new National College for High Speed Rail, *FE Week* can reveal.

The government announced on Wednesday (October 1) that the new college, set to open in 2017, would be located across two sites in Doncaster and Birmingham, with its HQ in the West Midlands.

It will provide specialist level four and above vocational training for engineers set to work on the £50bn High Speed 2 (HS2) link from Birmingham to London by 2026.

The winning bids were submitted by the local enterprise partnerships (Leps).

A spokesperson for Greater Birmingham and Solihull Lep said eight FE colleges in the Midlands, which all supported the bid to bring the HS2 college to the city, would be involved.

It is understood the lead provider will be the University of Birmingham, while the FE colleges involved in the bid to bring the HS2 college to Birmingham were Bournville College, Kidderminster College, Burton and South Derbyshire College, Birmingham Metropolitan College, Heart of Worcestershire College, Solihull College, South and City College Birmingham and South Staffordshire College. University College Birmingham was also involved in the bid.

Skills Funding Agency prime contractor Carillion also contributed to the bid and could provide training at the new campus.

South and City College Birmingham principal Mike Hopkins said: “South and City College Birmingham is part of the consortium of colleges [that helped bid for the HS2 college] and we will continue to provide our support.”

Shaun Hindle, senior director for employment and skills at Solihull College, said: “We are delighted to hear that an HS2 college will be based in Birmingham; with the City being the country’s second largest which supports vital industry, it makes Birmingham the ideal location.”

He added: “As a key provider of apprenticeships to young people across Solihull and Birmingham, we see this decision as an immense opportunity to bridge the skills gap in the Midlands and along with other colleges, to continue making a valued contribution to the local and wider economy.”

Andy Dobson, principal of Kidderminster College, said: “As a member of the consortium which bid for HS2, we are delighted it is coming to Birmingham. We have a rich history of engineering talent in the region and we need to equip future generations with the skills needed to build and run our new rail system. We look forward to helping the project now becoming a reality.”

Meanwhile, a spokesperson for Sheffield City Region Lep identified Doncaster College as an FE and skills sector contributor to its HS2 college bid — but said it was too early to say which providers would operate at its site.

Doncaster College principal George Trow said: “Doncaster College has been involved from the outset of the proposal and presented as a member in the bid team.

“We work with the rail partnership companies in Doncaster delivering engineering training and apprenticeships and will continue to work in partnership with the new rail college.”

A spokesperson for the Department for Business, Innovation and Skills said cost estimates for both campuses could not be provided as “the scope and scale of the college is still being developed”.

FE WEEK NEWS IN BRIEF

Vet conference at show

The two-day National Vocational Education and Training (Vet) Conference is due to take place from November 13 at The Skills Show.

Officials from the Organisation for Economic Co-operation and Development are among those expected to attend, launching their Skills Beyond School report which compares the post-secondary Vet systems across 17 countries.

Main plenaries will take place on day one and day two holds a seminar programme.

Visit www.theskillsshow.com to register, from £100 plus VAT to £250 plus VAT, and for more details.

Lack of work placements

Less than half of businesses offer work placements despite many believing a lack of experience means school-leavers are unprepared for work, a survey has revealed.

The British Chambers of Commerce Workforce Survey shows 52 per cent of businesses surveyed did not offer placements, but that 88 per cent believed school-leavers left unprepared for work.

It also revealed 76 per cent believed a lack of work experience was the reason young people are unprepared for work.

Games cash apprentices

A new Next Generation Skills Academy for the video games and animation industry could create up to 150 apprenticeships.

A consortium of visual effects, animation and games companies and Amersham and Wycombe College have secured £6.5m of investment via the UK Commission for Employment and Skills (UKCES), to develop the next generation of talented animators, games designers and visual effects artists.

A regional network of FE colleges will be established across England, delivering more than 1,300 qualifications including 150 apprenticeship starts.

NEWS

Free school green light for Weston and Bedford

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Two general further education colleges have been given the green light to open free schools in the latest round of government approvals.

Weston College and Bedford College were among the sponsors of 35 new free schools announced by the Department for Education (DfE) last week.

Weston’s free school, Bristol Futures Academy, will specialise in alternative provision for 14 to 18-year-olds with behavioural issues or who have found mainstream education challenging.

A college spokesperson said it, in partnership with Bristol City Council, had identified a shortage of such provision within the city.

The college plans to open the school with 25 pupils aged 14 and 16 from September next year, with space for 100 pupils at full capacity.

Assistant principal Jacqui Ford said: “The aim is to keep young people in school as far as possible, while providing discreet provision outside of this.

“We will be looking to empower those pupils who, for one reason or another, find



Jacqui Ford

being at school difficult, and making sure they see education as the key to making good decisions about their path in life.”

Although a site has not yet been chosen for the school, *FE Week* understands an existing site in Bristol is likely to be converted, rather than new accommodation being built.

Meanwhile, Bedford College plans to open a technical academy for 13 to 19-year-olds, specialising in science, service and creative technologies, alongside GCSEs in September 2016.

Principal Ian Pryce said: “We will be bringing in professionals from the advancing



Ian Pryce

industries of science, technology, engineering and maths [Stem] to give extra special classes to make sure academy students can compete in the jobs market a decade from now.”

A college spokesperson said Bedford College research had shown there was enough local demand for the school to open in 2015.

However, after Bedford College was asked to step in and rescue the ailing Central Bedfordshire University Technical College in June, the college was given extra time to prepare its free school bid.

And Mr Pryce stressed his new free school would fill a gap in local provision.

“It isn’t about comparing what the local upper schools offer, it is about keeping up with how rest of the world is educating its young people,” he said.

“Otherwise we will be left behind, unskilled and with huge youth unemployment such as they have elsewhere in Europe already.”

The college hopes to offer places for around 624 young people. Negotiations on the location of the college are ongoing.

Two FE colleges and one sixth form college are understood to currently be bidding to open their own free schools.

Croydon College and New College Swindon want to open free schools with sixth form provision, while New College Pontefract — a sixth form college — is hoping to open a free school for 16 to 19-year-olds.

If the bids were successful, all three free schools would open in September 2016, adding to the FE sector’s existing free school offer with South Staffordshire College and Hadlow College already running one each. Richmond upon Thames College won permission earlier this year and plans to open a free school in 2017.

The latest DfE bidding window for free school application is due to close on Oct 10.

Principal’s ‘keep faith with learners’ plea after stepping in to save teens

FE WEEK REPORTER & SOPHIE SCOTT
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The principal of an East London college that stepped in to save sixth form learners dumped over their AS-level grades by an Eton-backed school has called for all providers to “keep faith with learners”.

Eddie Playfair (pictured), as exclusively reported in *FE Week* sister newspaper *Academies Week*, has welcomed a number of former London Academy of Excellence (LAE) pupils through the doors at Newham Sixth Form College (Newvic).

They had been kicked out by LAE, which promotes itself as a feeder for “Russell Group and other high status universities,” after failing to achieve three C or above results at the end of their first year.

And they told *Academies Week* how they were only informed of the grade requirement during the school year — rather than during the application process.

But with Newvic offering A-levels by different awarding bodies, they face the prospect of starting all over again with a further two years of FE study. And with government funding for full-time 18-year-old learners having been cut by 17.5 per cent, the college itself is facing a further budget squeeze as it takes on the responsibility of teaching the ex-LAE learners.

Mr Playfair said: “It does seem to me that those providers who do have a very high threshold to progress from first to second year are not keeping faith with their students and are not seeing students through and not necessarily supporting students through those ups and downs of study.

“The more providers that do that, the



more movement there is going to be and more students who will be affected by this. Ideally, I would prefer to see us all taking responsibility in our role, whether students do well or not.”

LAE said it told students and parents about the requirements in a letter in January. There is no information for prospective students about the policy on its website.

Head teacher John Weeks, formerly deputy head teacher at Brighton College, conceded that a “small proportion” of learners had not met the school criteria to get a place at a top university and so had since left.

“A number of students, following school-based and independent careers guidance, given both before and immediately after AS results day, have moved to other institutions who offer a broader range of courses,” said Mr Weeks.

“These moves will give them the best opportunity to secure places on university courses right for them.”

Visit academiesweek.co.uk/lae for more on this story, including Mr Weeks’ full response.

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Skills Minister hints at scrapping cash contributions plan

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Plans to introduce mandatory employer cash contributions for apprenticeships could be scrapped, Skills Minister Nick Boles has indicated.

In his first interview with *FE Week* since his appointment in July, Mr Boles said that while routing funding through employers was “non-negotiable,” he hinted that the cash contribution element of the proposals might not be introduced if it risked putting employers off hiring apprentices.

The government has already revealed it wanted employers to pay one third of training and assessment costs with taxpayers fronting the rest through a direct grant to employers. Currently providers are paid directly by the government.

Mr Boles said: “We are not going to be rushing into anything and we are not going to be introducing any reforms that are off-putting to employers who currently don’t provide apprenticeships, let alone people who already do.

“I am very aware that one of the things that could be off-putting is an onerous financial burden, and another thing which could be off-putting is a very complicated administrative process. We are studying the consultation responses very closely.

“My own view is that obsessing about a particular cash commitment is slightly missing the point. What matters is that the apprenticeship standard is a standard which is demanding and developed by employers and that the assessment at the end is very vigorous.

“There is an absolute total commitment to transferring funding to employers, that’s non-negotiable, but the precise modalities of it we will take our time to think about and we’re not going to do anything which imposes either financial or administrative burdens which puts people off providing apprenticeships.”

It comes after Prime Minister David Cameron tasked Mr Boles with creating 1m more apprenticeships in the next Parliament, taking the total to 3m by 2020.

Among those to have warned that the introduction of cash contributions could hit apprenticeship uptake are the Confederation of British Industry (CBI) and the Association of Employment and Learning Providers (AELP). And even the National Audit Office (NAO) has said the number of 16 to 18 apprenticeship starts could fall if employers were made to pay.

Mr Boles also warned the next cuts round could be “tough” for colleges, but said FE was valued by the Prime Minister and that he would fight for providers as long as they were offering good quality qualifications.

He said: “All I can tell them is that the Prime Minister would not have put the



“We’re not going to do anything which imposes either financial or administrative burdens which puts people off providing apprenticeships

expansion of apprenticeships at the heart of his last party conference before the general election if he didn’t passionately believe in the importance of further education and the transfer of technical skills to young people so they can get jobs.

“I were running a college right now, I would be trying to think about the absolute maximum that I could expand my apprenticeships activity. The more colleges gear up to be able to do that, the more likely it is they will find they can secure a relatively consistent source of revenue.

“However, there will be a tough cuts round. I can’t guarantee I’ll be Skills Minister next

May, let alone what deal I’ll negotiate on behalf of colleges.

“Of course I will fight for them, but I will fight for them to do things that are worthwhile.”

Mr Boles also defended the government’s traineeship programme as a “strong idea,” but accepted it needed to grow in its second year.

He said: “We now need to up the pace and also to start subjecting it to some of the same fairly stringent tests we would normally apply around whether it is actually delivering the starts in apprenticeships and the starts in jobs.

“I think in what will be the second full year of provision, I hope we can get numbers up and I hope we can expand the number of institutions able to offer it, and I hope we can start measuring the data.”

He indicated that he shared predecessor Matthew Hancock’s dim view of qualifications of seemingly low-value, and also his rhetoric when it comes to what Mr Hancock has previously derided as “Mickey Mouse qualifications”.

He said: “If you’re 16 or 18 and we’re trying to prepare you for that first step and maybe you don’t have a glittering array of GCSEs and A-levels, I think we have a serious



From left: Neil Bates from PROCAT and Nick Boles



From left: Ealing and Acton MP Angie Bray, level three business administration apprentice Casey Ruff, aged 26, and Skills Minister Nick Boles

moral responsibility of making sure you do something which has a demonstrated record of getting people into jobs.”

But Mr Boles didn’t seem as concerned as Mr Hancock about college mergers, saying he would not oppose mergers and federations in principle, but would intervene if concerns were raised by FE Commissioner David Collins.

He said: “I am enthusiastic about the principle of colleges exploring all different options to make themselves stronger in a tough financial environment.

“I don’t have a preference or concern about

any route in theory, it just has to be sensible in practice in each individual instance.

“I don’t want to constrain college boards and leadership, but equally I will take advice from the FE Commissioner when he thinks there is a proposal coming forward which he doesn’t think has been thought through.”

Throughout the interview, Mr Boles demonstrated he was a quick learner and already knew a lot about FE, but he admitted to struggling with a certain sector penchant.

“What is it with the FE sector and all of these acronyms?” he said. “To an outsider it’s incredibly off-putting.”

Minister’s history

Nick Boles took on the Skills portfolio when predecessor Matthew Hancock was promoted to Business, Enterprise and Energy Minister.

The Winchester College, Magdalen College, Oxford, and Harvard graduate was moved from the Department for Communities and Local Government, where he was in charge of planning policy, through a reshuffle by Prime Minister David Cameron on July 15.

Mr Boles, who was a founder and director of the centre-right Policy Exchange thinktank, admitted the following day to knowing “nothing” about the sector, during his first parliamentary appearance in the job, but said he was “keen to learn” about FE and skills.

Before entering parliament, he worked as a merchant banker in Germany, Russia and Eastern Europe, helping state-owned industries prepare for private ownership.

He and a friend later formed a small group of companies supplying the DIY industry.

He was elected to Westminster Council in 1998 and was chairman of the housing committee from 1999 to 2001, before stepping down in 2002.

He was elected to the Tory safe seat of Grantham and Stamford in 2010 and cultivated an uncompromising reputation after becoming Planning Minister two years later, when he often seemed more concerned with getting the job done than by achieving consensus. He caused controversy by once describing greenfields as “boring” and was a determined champion of the government’s ambitious housebuilding targets seen by some as imposed to the detriment of areas of countryside.

He has even been accused of costing his colleagues votes and criticised by members of his own party on more than one occasion.

During a heated meeting in April about a 150-home scheme being fought by campaigners in Gloucestershire, Mr Boles was told that his policies posed an electoral threat to Neil Carmichael, the Tory MP for Stroud, who has a majority of 1,299. Boles also made an enemy in Lord True, the Tory peer and leader of Richmond Council, for his “interfering” in planning matters and his policy which makes it easier to convert offices into homes.

Mr Boles is a former flatmate of Michael Gove who was replaced as Education Secretary, through the July reshuffle, by Nicky Morgan who was elected as Loughborough MP in 2010.

- Timeline: the rise to skills brief
- Appointed as head of David Cameron’s ‘implementation team’ which drew up the Conservative Party’s plans for government in 2007
 - Elected Conservative MP for Grantham and Stamford, with a majority of almost 15,000, in May 2010
 - Appointed Parliamentary Private Secretary to Schools Minister Nick Gibb in November 2010
 - Installed as Planning Minister in September 2012
 - Replaced Matthew Hancock as Skills Minster in July

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Joint survey paints college enrolment picture

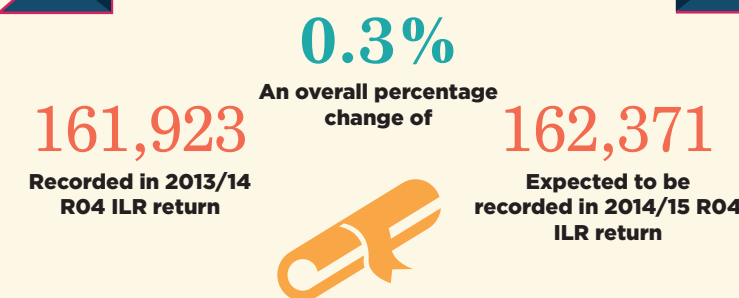
Colleges from up and down the country have revealed how many students have joined their courses this year as they answered a joint Association of Colleges (AoC), Sixth Form College Association (SFCA) and FE Week enrolment survey.

The online survey ran for 10 days from September 12, and drew responses from a total 68 colleges and sixth form colleges — around 30 per cent of the total. The information was expected to be released to AoC members on Friday (October 3). An AoC spokesperson said there were no plans to release it to the general public. Further analysis from the SFCA, focusing specifically on sixth form college data, features next week.

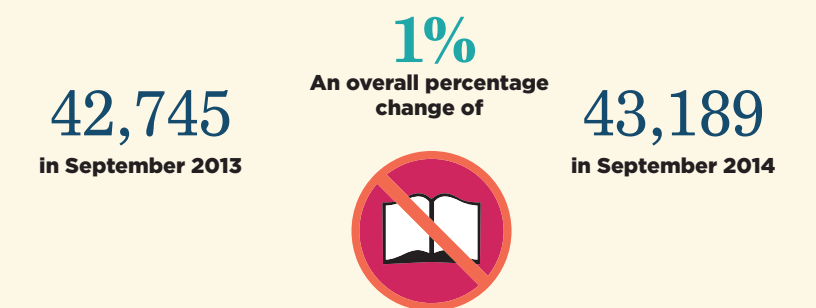
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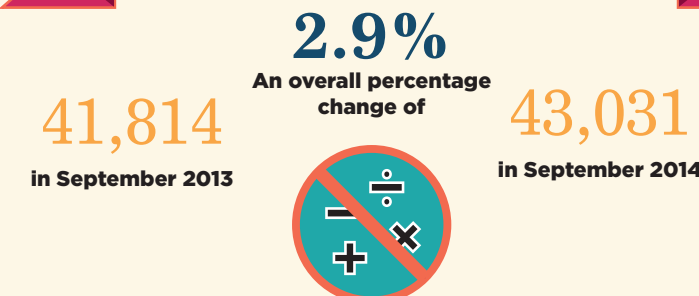
Number of 16 to 18-year-old learners



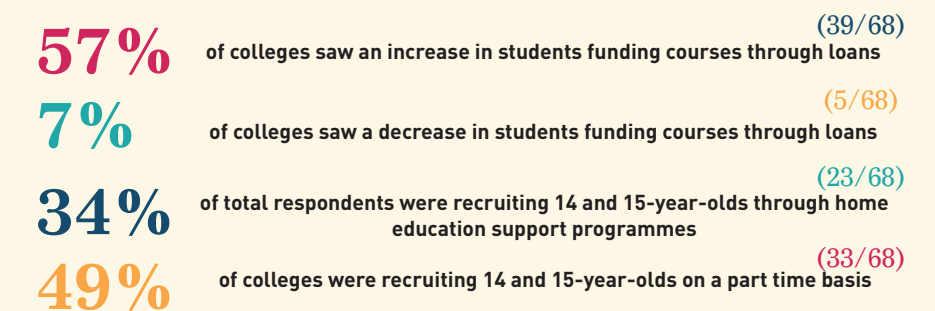
Number without English GCSE A*-C



Number without maths GCSE A*-C



College Statistics



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JULIAN GRAVATT

Assistant chief executive at the Association of Colleges

We've been running a September enrolment survey for about ten years and the figures are a good indication of actual numbers but they're only a snapshot.

Some students change their mind in September and colleges continue to enrol throughout the year, so we only get a sample of responses.

Nevertheless, it's a positive sign that 16 to 18 enrolments in FE colleges are slightly up at 0.3 per cent for the 20 per cent of colleges who responded to the survey. Colleges report that they

are increasing the number of traineeships, apprenticeships and students on advanced level courses supported by loans, while seeing a reduction in numbers on adult education courses and English for speakers of other languages (Esol). Skills Funding Agency funding changes drive these trends.

Funding allocations for courses outside apprenticeships were cut by more than 15 per cent this year.

The big issue this September is the large number of 16, 17 and 18-year-old students enrolling

who do not have GCSE maths and English.

Roughly 45 per cent of 16 to 18-year-olds do not have GCSEs in these subjects. In some colleges it's as many as 70 per cent.

The tighter maths and English funding condition means that colleges need to prioritise teaching in these subjects.

With the core funding rate stuck at £4,000 for a full-time student, there is evidence that retaking what sixth formers missed at school will squeeze the time they spend taking their next step.

FE WEEK COMMENT

Qualification needs interview function

So, Functional Skills might not be for the Monty Python parrot sketch after all.

The argument behind the need for a qualification that provides a vocationally-rooted maths and English education as an alternative to GCSEs is compelling.

If it offers learners a means of getting a handle on hugely important subjects that traditional GCSE can't, then it would appear wise to save it.

But the question is who actually appreciates Functional Skills outside the classroom?

Employers seem to want people with GCSEs, with little recognition of the worth of Functional Skills.

It is the responsibility of FE and skills providers to educate learners of course, but it's also their responsibility to get them through the door for an interview.

And if GCSEs are the only key to unlocking that door, then that must be the ultimate aim — and we will have to accept Functional Skills as a stepping stone qualification to that aim.

It might be a big and worthy ask then, but Skills Minister Nick Boles appears to see the problem when he says he wants Functional Skills to be "legitimate, valid, respected and admired".

Chris Henwood

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TOP CONSERVATIVE CONFERENCE TWEETS

@TheMorganics: Cameron just doesn't get that young people are finding it hard to get jobs, especially without a degree. More proper apprenticeships NOW!

@WWyattLowe: Cameron commits to creating 3 million youth apprenticeships as part of his promise of full employment

@dianehain: Cameron's had 4 years 2produce apprenticeships, manufacturing &prosperity but brought division, widening income gaps, unfairness & equality

@johnmcternan: Imitation is the sincerest form of flattery. So far Cameron has copied @Ed_Miliband on apprenticeships, youth unemployment and zero hours

@Tricia_CFL: Cameron plan to fund >apps by reduced benefits for <21s needs stable, understandable app system - which we don't have



New centre prompts hope of vocational catch-up

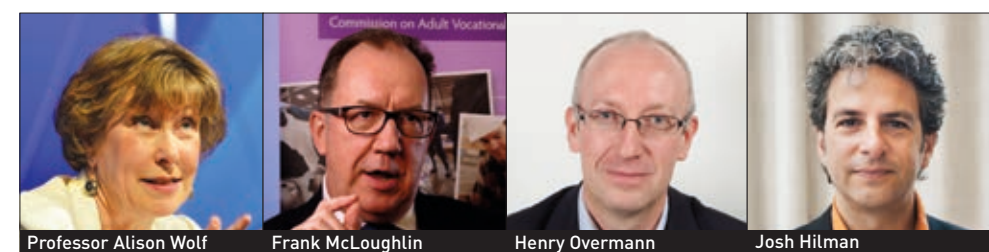
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Professor Alison Wolf has told of her hopes that a new national vocational education centre to influence policy and develop best practice will address the country's "woeful" FE research record.

The Department for Business, Innovation and Skills (BIS) is giving £3m for three years — with an option to extend a further two years with more funding — for a centre to explore the role of vocational education.

It has invited bids to run the new research centre, and already counts Professor Wolf as board leader. The Kings College London academic, whose government-commissioned review of vocational education for 14 to 19-year-olds was published in early 2011, told *FE Week*: "I am absolutely delighted that the government is funding this new research centre. We are woefully short of good, up-to-date research in this area and the new centre should be a major asset to future policy."

She will be joined on the board and



research bid assessment panel by City and Islington College principal Frank McLoughlin, whose Commission on Adult Vocational Teaching and Learning (CAVTL) last year issued a report calling for a national centre of excellence to be established.

Director of spatial economics research at the London School of Economics Henry Overmann and Nuffield foundation finance director Josh Hilman make up the rest of the board and panel, which is to be advised by the Education and Training Foundation (ETF). An ETF spokesperson said: "It's an exciting prospect and an important development to help us understand more fully how to realise the vision of a vocational education and training [VET] system with

employers at the heart. We are looking forward to working with the new research centre on experimentation and evaluation, building on our work on implementing the CAVTL report."

The assessment panel will be boosted by Frank Bowley, deputy director for Skills Policy Analysis at BIS, along with representatives from the Economics and Social Research Council and the Higher Education Funding Council for England.

The BIS statement calling for bids to run the centre said there would be no restrictions on where the college could be based or the number of organisations that could enter together.

Visit www.gov.uk for more information.

COMMENTS

Ofsted directors' traineeship drop-out fears

The BIS spokesperson is speaking nonsense — "Traineeships are useful qualifications that are focused on giving young people the skills and vital experience needed to compete successfully for an apprenticeship or other job."

Traineeships are in fact 'programmed' with the clear priority to lead to a job/apprenticeship. They have no prescribed requirement or indeed funding incentive for qualifications to be gained, perhaps this (plus their PR) is a weakness the policy makers should address going forward.

Terry Fennell

Lambeth College staff vote on new strike – days before talks begin

Is there no end to this? I thought it ended in July. Dragging on a bit now and from what it seems, for no good reason.

hmmm

Commission identifies lack of joined-up working on skills at central government

Is I had to read the following sentence a few times to work out what it was saying: "While the labour market has changed the job preferences of non-graduates have not and many are pursuing opportunities in dwindling markets and low paid sectors." Inserting a missing comma after "changed" is the key to understanding. If this is true (I would be interested to see the evidence) it would be yet another example of market failure in the skills and training

sector.

How long before central government wakes up to the failure of voluntarism and brings back something akin to the old levy/grant system of the Industrial Training Boards? ... Don't hold your breath.

Mike Farmer

One of several daft names (and possibly daft mergers or groups?)

@guildheceo

Lesoco was an odd choice but sometimes we lambast failure so much that it risks deterring innovation

@smitajamdar



PROFILE



WARNER'S FLIGHT OF ROCK STAR FANCY

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

“I remain convinced that anyone’s career is based on luck,” says Paul Warner, director of employment and skills at the Association of Employment and Learning Providers (AELP). “You don’t realise how momentous a decision can be at any point until years later you go, ‘What if I’d made another choice? What would have happened?’ “So none of this was planned.” As a teenager, Warner’s ambition in life was to become a fighter pilot following in the footsteps of his father, Len, who had been conscripted in the Second World War. “He’s not sure if he was unlucky or not,” Warner tells me. “He was in training to fly bombers, and then just before he was going to go on his first mission, the war ended, so he was a bit annoyed.” Instead, Len went into business, running a timber company near the New Forest, where Warner grew up. But the flying experience left a mark on his son, born 20 years after the war ended. “He just used to tell me about it and I just always thought I wanted to be in the air force,” says 50-year-old Warner.

“I absolutely loved planes, so I thought it would be great.” His other major ambition, he says, was to be “mega rock star”. He currently has a fully functioning recording studio in his house. His musical inspiration is Gary Numan, who he’s seen perform more than 60 times and one of his proudest moments as a parent to 12-year-old Alex, he says, was when she asked to come with him to a Numan gig. “I thought ‘my work here is done, I’ve brought her around to my way of thinking,’” he says. Although he writes and records “whatever I can come out with,” Warner’s own musical career was scuppered by his flying ambitions. “I was in a band as a teenager, during the big New Romantic phase in the early 1980s, so we decided we were going to blend being Ultravox with The Stranglers, you can imagine how wonderful that was,” he says. “But I was going to be a fighter pilot. Rock star didn’t fit. You couldn’t be a fighter pilot part-time, it wasn’t part of the plan,” he says. However, Warner “took a bit of a left-turn at the traffic lights” while studying international relations at Keele University.



Warner in his older brother’s school uniform, aged 4, in 1969

“I met quite a lot of people who were in the forces there and it’s more than just flying planes, it’s a lifestyle, and I don’t think that lifestyle was for me,” he says. He finished university with a first class degree, and “no-one was more surprised than me,” he says. “Fortunately, on the day of my finals, there was a coup in Fiji. The finals were in the afternoon, so in the morning I spent the whole morning reading up on it so by the exam I knew all about it and it was very topical.” After university, Warner admits he had “a big sort of gap, where I didn’t quite know what I was going to do”. However, the pressure was on by that point, because while at university, Warner had started going out with a trainee teacher named Claire and, he says “it became blindingly obvious that I had met the love of my life”. Having married, the couple moved in search of more teaching opportunities for Claire. “I was doing alright in Birmingham. I was a top performer in Oxford, but I got to London and crashed and burned — I completely lost my mojo and

couldn’t sell a thing,” he says. Fortunately, he bumped into a former colleague who had moved to a company helping unemployed people into work. “I thought, ‘That sounds interesting’, I didn’t even know companies like that existed. So, speculatively, I sent in a letter to TBG Learning and they took me on,” he says. For Warner, one of the best aspects of his new role, he says, was realising, “actually, these people need me”. He remained at the company for nine

It’s a personal thing

What’s your favourite book?
Usually whatever I’m reading at the moment. Right now it’s The Nazis: A Warning From History, by Laurence Rees

How do you switch off from work?
Music, both playing and listening. I listen to a lot of squawky electronic music I write whatever I can come out with and it’s only for my own benefit, though I do inflict it on my wife and daughter

If you could have anyone to a dinner party, living or dead, who would it be?
Eddie Izzard, Graham Norton and

Brian Cox. I think that would be really intelligent and very, very funny. I’ll get my wife to cook because she’s very good at that

What’s your pet hate?
I really hate lazy English. I hate people who say things like, “Do you know what I mean?” or, “And stuff.” No, I don’t know what you mean. That’s the whole point of you talking to me — you’re supposed to tell me. Lazy English just offends me because there’s no need for it

What did you want to be when you grew up?
A fighter pilot

years, leaving as the business development director in 2002 and after a “brief stint” running work-based learning at Barking College, joined AELP, or Alp, as it was then known. “I was lucky enough to be at the end of the sort of fluffy days when there was lots of money floating about and nobody seemed to take a great deal of notice of what’s going on,” he says. “The whole sector has been getting tougher, more commercial, more... ruthless? More clinical, for years it’s been going in that direction. “I think it’s really good that we’ve increasingly seen less emphasis given to the type of institution that is delivering, so independents have a far bigger portfolio of things they can deliver. “The trade-off is, if you don’t deliver, you go out of business.” And in the current climate of budget cuts and reforms, he says, the role of AELP becomes more valuable. “Stakes are quite high, particularly for independents, because their livelihood depends on whether or not they get it right,” says Warner. “And that’s very worrying for them, so it’s nice to be a part of an organisation that can give a bit of an umbrella. “Our membership’s increasing quite a lot, quite steadily, at the moment, and I’m pretty certain that it’s because it’s getting tougher. They need information, they want reassurance, and they need to know they’re not on their own.” However, while the future may not be completely “rosy” he says, “it’s not



necessarily a disaster” either. “It is a very difficult situation and it’s an increasingly small tightrope to walk along,” he says. “But as long as we keep moving towards a level playing field of funding being available for quality delivery, it doesn’t matter what type of institution, just are you any good at it. Is what you’re doing worthwhile? Is it achieving some objectives? “There’s still a bit of a way to go at the moment bit if we can really get to that, the skills system will be in a pretty good place.”

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Quest for EuroSkills glory under way for Team UK

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Hundreds of skilled young tradesmen and women from across Europe came together to compete in a range of skills at EuroSkills 2014, in Lille.

The competition kicked off with a lively opening ceremony at the 7,000-seater Zenith Arena on Wednesday (October 1) with performances from former winners, welcome speeches and a parade of competitors.

The president of WorldSkills Europe, Jos De Goeij (picture below right), took to the podium to wish the competitors good luck, but told them: “Be warned, this will be no easy ride.

“We expect hard work and a high standard of know-how and commitment from you in whatever line of business you represent. In return, you will have the experience of a lifetime.”

Among the UK team at the ceremony was professional restaurant service competitor Lucy Jones, aged 20. She told *FE Week*: “It’s been amazing, everyone’s enjoyed every step.”

Lucy, like the other UK competitors at EuroSkills, was chosen for the provisional WorldSkills squad in June. Since then, she says, it’s been busy. Everyone works full time and then training, it’s all the days off you have, all the breaks you have you’re studying, going to training sessions and flying everywhere,” she said.

However, all the training seemed to have paid off, and all the competitors — apprentices and former apprentices — sounded confident about the competition ahead.

Calum Knott, a 22-year-old mechatronics competitor, said: “It should be a really good competition. The quality of skill is incredibly high, there are some very, very good competitors – in my category there are some people who’ve come second in EuroSkills before so we’re expecting a really tough fight but we hope to aim high.

“We’re looking forward to the challenge – there’s no point competing against people you’re better than.”

Team UK was up against competitors from 24 other European nations, all hoping to win gold, silver or bronze.

Larissa Van Ewijk (pictured above right), 18 and from the Netherlands, was competing in the hotel reception category. She said: “I’m a little bit nervous but I will do it, I’ll be OK. The people I’ve met from other countries have been really nice, really friendly. I really liked having the chance to meet them.”

The competitors faced two days of gruelling competition on Thursday and Friday, with the winners expected to be declared on Sunday evening.

For results and more coverage, look out for the *FE Week* supplement available online today (Monday, October 6) and free with next week’s edition.



Meet our team — from the four corners of the UK

Declan McGarth, aged 20, autobody technology, South West College and employed by Bundoran Motors; Danny Hoang, 20, cook and serve, formerly Westminster Kingsway College, Grove Hotel; Lucy Jones, 20, cook and serve, Brockenhurst College, Chewton Glen Hotel & Spa; Rianne Chester, 21, beauty therapy, Warrington Collegiate, Akira Nails and Beauty, in Warrington; Eleni Constantinou, 21, employed and trained by her father, Tino Constantinou; Jasmine Field, 19, visual merchandising, attended Fashion Retail Academy, Marks	& Spencer; Catherine Abbott, 18, visual merchandising, East Berkshire College; Zoe Rowlinson, 20, floristry, Warwickshire College; Louisa Cooper, 20, floristry, South Staffordshire College, School Farm Shop; Andrew Beel, 20, CAD, New College Lanarkshire, Pacson Valves; Michael Watson, 20, CNC milling, City of Bristol College, GKN Aerospace; Connor Crawford, 18, architectural stonemasonry, Elgin Training Unit, Historic Scotland; John Peerless, 22, mechatronics, Middlesex University; Calum Knott, 21, mechatronics, Middlesex University;	Reece Taylor, 21, welding, Derwentside College, Dyer Engineering; Mark Hawthorne, 21, carpentry, South Eastern Regional College, Trainor Contracts; Simon McCall, 20, carpentry, Coleg Sir Gar, Jones & Johnson; Daryl Dailly, 20, wall and floor tiling, City of Glasgow College, DNA Tiling Specialists; Connor Lambton, 18, Painting and decorating, Furness College, Horrocks; Nathan Roblin, 21, plastering and dry wall lining, Coleg Sir Gar, DJ Plastering; and Ian Magee, 18, plastering and dry wall lining, Belfast Metropolitan College, Gordon Scott.
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Lucy Jones



Darryl Dailly



Rianne Chester





Danny Hoang



THIS AUTUMN:

Whats new, coming soon and in the pipeline.



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EXPERTS



FE INSIDER

Former 157 Group policy and communications officer Gemma Knott is director of marketing, communications and admissions at Stratford-upon-Avon College. Her exclusive FE Insider column features in *FE Week* on the first Monday of every month

Earning or learning... or yearning for one more student?

I introduced myself on the *FE Week* website as the new FE Insider last month as having a real passion for nurturing young talent and then I overheard David Cameron during Party Conference season speaking on the Marr Show toward the end of last month.

And he ironically marred all of my aspirations for all of those hopeless, direction-less prospective students out there. Mr Cameron outlined that, should the Conservative Party win the next general election, all 18 to 21-year-olds would receive a “youth allowance” instead of being able to claim housing benefit or jobseeker’s allowance.

In order to continue receiving this new allowance after sixth months looking for work, claimants would have to accept an apprenticeship or traineeship...and failing that they would have to accept mandatory “community work”.

As we all probably know this is a tactic for lowering the unemployment figures, and some of the policies have merit to them although you could argue this feels to me like having the hours of a worker with the spending power of an unemployed person.

We know we’ve got to get smart with our offer. It’s got to be flexible. It’s got to be technologically-advanced. It can’t be 9 to 5 and most importantly it has to fulfil the student and lead to job readiness

But let’s go back to basics. We are all ‘doing more for less’ again and in a marketing director’s perspective it’s ‘doing more with less’.

It’s all well and good addressing Britain’s ‘skills gap’ of which we know there’s a

void between how qualified people are and how qualified they would ideally be for the needs of the economy via a youth allowance offering, but let’s go back to basics. How do we market what FE and other training providers offer to potential students, of any age?

Gone are the days of bulky prospectuses. We all know these are used as doorstops by our competitors, and for fear of alienating myself any further I won’t name just which category this is.

And let’s not forget the other important point — it’s not environmentally friendly and the kids on the block want digital.

Marketing to prospective students has become an art of epic proportions. I’ve been lucky enough to observe this year’s recruitment battle at Stratford-upon-Avon College and have come out the other side enlightened and empowered to know what we need to do for next year, now.

And I only wish we could apply the auto-enrolment rules around pension to all of those students we’re waiting to snap up.

Surveys suggest that word of mouth and face-to-face contact with prospective students is most important, with mobile technologies and traditional marking coming next. I’m not sure I really care which ones are most important as I know that when catering to such a wide base of prospective students you have to hit home hard with all techniques.

But I come back to the Prime Minister’s vision. Enticing young people into earning or learning is difficult when the very basics are not put into place.

A college can offer the world, but when it’s nigh on impossible to travel within a reasonable time to your place of learning because the councils have cut back massively on public transport, no amount of social media marketing or jazzy website is going to get those students enrolled.

We need to continue to put the pressures on with the powers that be, and fast, if we are to help Mr Cameron reach his vision of zero unemployment and our dream of over-recruitment.

So we know we’ve got to get smart with our offer. It’s got to be flexible. It’s got to be technologically-advanced. It can’t be 9 to 5 and most importantly it has to fulfil the student and lead to job readiness.

Only then can we be sure that there’s earning or learning taking place. Otherwise it’ll be more groaning from us, or maybe just me.



RUTH SPARKES

Managing director of marketing and education, media and PR agency EMPRA

College ‘no longer a dirty word’

A rebranding exercise at Lewisham Southwark College cost almost £290,000 and the result — Lesoco — could be dropped after less than two years. Ruth Sparkes considers the rebranding question.

It’s all about the brand. Actually, it’s not. But in my line of business, education brands are very important.

Branding, rebranding and the cost of such college activities has won lots of column inches recently, and the merits of rebranding have been ferociously debated in some quarters.

To the cynical out there, ‘branding’ is all ‘smoke and mirrors’, marketing speak to keep people like me in business. “Get a design student to create a new logo, it’ll only cost you a pint” — bet you’ve heard similar.

Why would a college want to rebrand? Well, lots of colleges have rebranded or are going through the process of rebranding, I think we’re seeing a ‘college’ renaissance; there was a time, in the not too distant past when some colleges even ditched the word ‘college’ from their marketing communications.

I am pleased to see that it’s no longer a ‘dirty’ word, and it’s making a comeback, if not to the institution’s title, to the tagline at least.

If not approached in the right way, rebranding can alienate rather than attract

Rebranding is a chance to ‘start afresh’, to perhaps draw a line under the old and signal a new direction, a new team, a new focus — a new energy.

The rebranding process is an opportunity to re-evaluate your key business messages, your cornerstones — mission, vision and values.

You can use it to create an identity that really supports what you’re trying to achieve, so that advocates and key stakeholders know what your organisation’s unique selling points really are, when they’re talking about it.

When is a rebrand a good call? When you want to change an existing perception — has your organisation suffered from constant bad

press, have there been major problems with the college or its teaching methods?

Once issues like this have been corrected, then a new identity is a way of relaunching.

Other reasons might include the college not being seen as up with the times — old fashioned, tired, if you’re losing market share to other colleges and you want to relaunch with a bright new face or if you want to attract a different types of students and staff.

You might also want a new management team and a new direction for a college, you might have had a total revamp (building, facilities, equipment) and want this to be reflected in your brand.

You might also want to merge two or more colleges (this can be quite a difficult exercise because you are bringing together two sets of values, ways of working, existing brand equity — good and bad, so any new branding should be handled sensitively).

However rebranding is not always the right answer.

When considering a rebrand, there are lots of things to think about — how do your stakeholders feel about the change of direction, style, management? If there hasn’t been a change in any of the above — how are you communicating why you need a rebrand?

If not approached in the right way, rebranding can alienate rather than attract — I don’t think you need me to point out that an ill-considered name and logo can do more harm than good.

You need to make sure that you understand the heritage and existing value of your current brand. You need to make sure that you’re not ‘throwing the baby out with the bath water’.

Recognise the existing value and be sure to bring some of that forward, if you can. It might be a case of evolution rather than revolution.

Do not use a rebrand exercise as a way of fixing other problems. Some institutions may use a ‘new logo’ like a sticky plaster.

Make sure you look carefully at all options before you start so you’re not wasting time and money — fix the problems first.

Also steer clear of rebranding when your college has a strong and recognisable brand and all your stakeholders ‘get it’. A minor ‘refresh’ might be a way forward in this case. So, how much should it cost?

This can be variable depending on the type of organisation you use to help you rebrand and the extent of the rebrand exercise you want to go through, but a good guide would be between £10 and £20,000. This should include an audit of your existing brand, re-evaluating your positioning statements, running stakeholder workshops and, of course basic brand guidelines.

Students travel 13,000 miles to renovate African school

City College Brighton and Hove could pick up a community award after eight of its students renovated a run-down school in a remote African town, writes Paul Offord.

Students and staff from City College Brighton and Hove will never forget the welcome they received after travelling more than 13,000 miles to help renovate a school in East Africa.

They were greeted in Wasso, a small town near the Maasai Mara National Reserve in Tanzania, by a procession of singing and dancing teachers, politicians, residents and children celebrating work they were about to do on the local primary school.

The eight students, who were all studying year-long pathways courses which combine numeracy and literacy with work-based training, repaid the generosity with three days of hard labour.

They built new wooden window frames, filled-in holes in the concrete floors and walls and painted the walls white.

The college has now been recognised for the project, which it called Trades4Aid and ran with Fonthill nomination for a Community

award which recognises the achievements of people and organisations in the Brighton area.

Lisa Beresford, a pathways teaching assistant who went on the trip in June, said: “The welcome we got from Wasso villagers was unbelievable and we were all incredibly moved by the gratitude and warmth we were shown.”

The students who travelled to Tanzania were Zach Warren and Zak Southwell, both aged 18, Jade Marsh, 17, Steph Eldfred, Brian Clarke, Jack Haworth and Theo Bishop, all 17, and Jake Welch, 16.

They were also accompanied by construction tutor Steve Wilkins and pathways teaching assistant Sharon Purves.

Jade, who has been nominated for an individual Community Star award for her hard work on the trip, said: “We did eight hours each day, but there was music playing and we were dancing and singing with the children as we worked, so it went really quickly.

“For me the highlight was meeting the were really lovely and proud at the end to the difference we had at their school.”

From left: Teaching assistant Lisa Beresford and Zak Warren (back row) with Wasso school children

Front from left: City College Brighton and Hove learners Jack Haworth and Zak Southwell, both aged 17, with local boys in Tanzania. Inset left: College staff and students with teachers and students from the Wasso school

Many young students have to delivery pallets into saleable items, including a household storage trunk and a counter for a garden centre.


The Community Stars Awards will be given out at the Theatre Royal Brighton on Saturday November 1.

walk two hours to the school from the nearest Maasai village called Boma.

The college students walked to the village themselves the day after they finished their redecorating and renovation work.

The students also saw elephants, giraffes, water buffalo, monkeys, baboons and zebras during two days on spent two days on safari near the Ngorongoro Crater.

They raised more than £5,000 towards the cost of the trip through converting wooden



Your weekly guide to who's new and who's leaving

It will be all change at the top for Leeds City College this year with the retirement of principal Peter Roberts and a new governors’ chair already in post from Wednesday (October 1).

Mr Roberts, a father-of-two and chair of the 157 Group, revealed to college staff his intention to call it a day late last month.

He said: “I turn 60 over the course of this academic year and have decided to retire next summer.

“To cut a long story short, I have worked in the education sector for some 37 years, and been in FE since 1983.

“I have somehow managed to be in senior management for over 20 years and have been a principal/chief executive since 2002. It is simply ‘my time’.”

He said that no timescale had been set for his replacement to be in post, but that interviews were expected to take place after Christmas with a successor in post near the end of the current academic year —

when he retires.


Neil McLean, who has been chair of the college board since 2009, has stepped down, but continues as a board member until the expiry of his term of office in April next year.

Dr Shaid Mahmood (former vice chair) became the new chair of Leeds City College from the start of this month.


“I am sure that this will be an excellent appointment although Neil will be a very hard act to follow and has been superb as chair,” said Mr Roberts, who started in FE as a lecturer in leisure and recreation at Sheffield’s Stannington College.

Mr Roberts has also worked at Selby College and in 1992 became vice-principal of Rotherham Sixth Form College and later York College. In 1997 he moved as principal to Stockport College before moving, as principal, to Leeds City College in 2009.


“Mr Roberts has led Leeds City College through a period of rapid change and



Peter Roberts



Dr Shaid Mahmood



Neil McLean

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk

JOBS





CAN YOU MATCH OUR PASSION FOR LEARNING?

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September 2014 marks the 125th anniversary of Morley College and we approach this milestone with a deep sense of pride in our history and excitement about what the future holds. Located on the border between Lambeth and Southwark and only minutes away from London's Southbank, the College occupies an enviable location, providing a unique mix of renowned creative arts courses and thriving community learning provision. Recent years have seen the College undergo a transformational Renaissance, providing a firm foundation for our new Principal to raise the profile of Morley College and all it has to offer with a wider group of learners and partners in the communities we serve and beyond.

An inspirational, collaborative and entrepreneurial leader, preferably with a thorough understanding of the Adult Education funding and policy environment, you will have a strong affinity and passion for the range of programmes on offer at Morley College. Key to your success will be your ability to identify the opportunities for growth and harness the talents of exceptionally committed managers and staff. Recent experience of current inspection frameworks and of successfully leading the quality agenda in a high performing education institution is desirable. A strategic thinker with the ability to develop a persuasive vision, you'll be a strong ambassador, quick to establish credibility and trust inside and outside college, building on existing relationships and forging new partnerships in the local community and in the creative arts industry.

Visit www.morleyprincipal.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141 / 07765 595758. Closing date: 17th October. Longlist interviews: Weeks commencing 27th October and 3rd November. Final interviews: 24th & 25th November.





Head of Employer/Partnership Development

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These are exciting times for Bexley College as we were graded as good at our last inspection in 2014 and we move in to a brand new state of the art campus in Erith. If you believe that you can make a difference so that our students succeed and progress and help us on our journey to become outstanding then this is the College for you.

This is an exciting opportunity for an ambitious and highly driven individual to work at senior level within the organisation to influence, shape and ensure our continued growth.

If you have the skills and experience and would like to be part of our exciting future we would like to hear from you. To discuss this role in further detail please contact **Graham Guest, Vice Principal – Curriculum and Quality on 01322 404031.**

Bexley College is committed to the safeguarding of vulnerable adults and all posts are subject to an enhanced DBS disclosure prior to starting employment. The College looks to positively promote equality of opportunity and welcomes applicants from all sections of the community.

If you feel you have the qualities we are asking for and are looking for a new and exciting challenge then please apply online at www.bexley.ac.uk. Alternatively, you can email us at hr@bexley.ac.uk. Please note the College does not accept CV's only.

Closing Date: Monday 20th October 2014

We are seeking to appoint a passionate, innovative and inspiring leader to manage our Work Based Learning provision. You will have experience of proactively identifying, developing and obtaining new business partnerships with a variety of people and business sector leaders generating new income streams from the delivery of customised, responsive and bespoke education/training provision.

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Grade: **Scp 39 - 41** Department: **Urban Regeneration, Housing & Culture**

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Interview date: **Friday 14 November 2014**

In this challenging and stimulating post, you will be part of a small management team responsible for delivering a high quality community learning environment in the Merseyside borough of St Helens.

With a keen awareness of the national agendas for Adult Learning, you will be a qualified teacher, ideally with a level 4/5 adult literacy or numeracy subject specialist qualification. You will have special responsibility for the curriculum area of Skills for Life and for the teaching staff responsible for delivering that aspect of the learning agenda.

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Marketing and promotional skills are also a key part of this interesting and varied role.

For an informal discussion about this opportunity, please contact Sue Williamson, Head of Library Services at St Helens Council on 01744 677493.

For further details and to apply, visit www.sthelens.gov.uk/jobs or contact **Audra Molyneux** via CX@sthelens.gov.uk, Tel: **01744 676821** or **Human Resources, Town Hall, Victoria Square, St Helens WA10 1HP.**





BUSINESS DEVELOPMENT OFFICER (BRISTOL AREA)

c. £26,000 pa

NOCN is one of the largest awarding organisations in the UK with 4 million awards over the last 6 years and has been providing a customer-focused qualification and accreditation service for over 25 years, based on an ethos of creating opportunities for all. This is an exciting opportunity to join a well-established and expanding organisation.

This challenging role will require an energetic and dynamic individual to work with our Account and Sector Manager to build on our existing regional and national customer base. The post is for work primarily in the Bristol area. The main responsibilities are to support the business development functions including liaising with existing and potential customers to support the development of new business. We are looking for an individual who is able to operate across a number of teams within NOCN to take an integrated approach to effective customer service.

We welcome applications from individuals who are able to demonstrate a professional, pro-active and forward thinking approach to business development work. You will be an influential communicator with excellent customer service skills and be able to demonstrate flexibility and initiative. Ideally, you will have an understanding of post 16 education and knowledge of awarding organisations' regulatory structures.

The closing date for applications is 5pm on Friday 10th October 2014.

NOCN is committed to equality, diversity and inclusion and we particularly want to hear from people from across the community, including people with a disability, people from black and ethnic communities, women and younger people who are able to make a real contribution to the charity and its learners.

More information about NOCN can be found at www.nocn.org.uk

For a job description and to apply, please visit www.nocn.org.uk/about/jobs_at_nocn

Completed applications and equal opportunity forms should be submitted to: sarah.whitham@nocn.org.uk



Excellent opportunity to be part of a successful college...

Havering College of Further and Higher Education is an innovative and successful community based College, operating across three main sites on the borders of Essex and East London. With an income of £33 million, we offer a broad curriculum to around 10,000 students across a range of vocational areas and we are one of London's largest providers of Higher Education within the FE sector.

Assistant Principal-Academy of Arts and Sciences

Full time, Permanent 36 hours per week/52 weeks per year
Salary Circa. £70k

The College is seeking an experienced manager, with highly developed teaching and learning skills, to provide strategic leadership and to lead, motivate and inspire the Associate Principal and Heads of School to deliver excellence throughout the Faculty. The Faculty offers a wide curriculum from entry to Level 5 in FE and HE curricula including Creative Arts, Social and Community Care, Social Studies, GCSEs, Foundation and Community Studies, Hair and Beauty, Hospitality, Sport, Health Counselling and Public Services across the Quarles and Arleigh Green campuses.

With a commitment and passion to deliver key strategic priorities of excellence in teaching, learning, assessment, success, enterprise and employability you will demonstrate a respectful and inclusive attitude to learners and colleagues.

The understanding of FE and HE funding streams is key as is proven leadership and management experience in at least one of the curriculum areas within the Faculty including the management of large and complex budgets.

Associate Principal-Academy of Arts and Sciences

Full time, Permanent 36 hours per week/52 weeks per year
Salary Circa. £55k

As a self-motivated individual with a good track record of improving the quality of Teaching, Learning and Assessment, you will be responsible for maintaining excellent quality assurance systems across the faculty leading to an outstanding learning experience for our learners.

Responsible and accountable for the development of personalised learning, increasing success rates, effective management of programmes and leading and developing the external profile of the faculty, you will need to have strategic vision to take the Faculty and the College forward.

For this challenging but rewarding role, you will need to be self-motivated and organised with excellent interpersonal skills. You will be a highly qualified professional, hold a teaching qualification as well as appropriate professional qualification(s). A management qualification would be a bonus.

Working with the Assistant Principal, you will provide academic and business leadership and management and must have the ability to lead and manage staff and be able to inspire others to reach their full potential.

Head of School-GCSEs, Science, English and Maths

Full time, Permanent 36 hours per week/52 weeks per year
Competitive Salary

Enthusiastic, energetic and experienced, you will lead and manage a team delivering GCSEs, Access courses and BTECs in Science, English and Maths to ensure all our students receive a stimulating, exciting and successful experience which enables them to progress on to Higher Education or employment. As an experienced teacher and manager, you will be able to demonstrate your commitment to ensuring students reach their potential. Your proven ability to manage staff as well as tasks at a high-level is also required. Your excellent organisational and interpersonal skills along with the ability to initiate, manage and implement new developments will ensure the success of this area.

For more information see our website www.havering-college.ac.uk or e-mail hr@havering-college.ac.uk or call Tel: 01708 462854.

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing date: Friday 17 October 2014

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.



www.havering-college.ac.uk

If you've a solid track record of business-to-business sales and marketing management (which could have been gained in any sector), this is your opportunity to drive the growth of this ambitious further education college. Already a leading and highly successful provider of post-16 education, we're now looking to build on that success in an increasingly competitive and commercial market.

Commercial Director

c. £60,000 pa + bonus | Greater Manchester

That's exactly where you come in: shaping our commercial strategy as you grow our work-based learning provision, direct our sales and marketing teams, identify new business opportunities and exceed income targets. Key here will be your ability to forge strong relationships with local employers and work closely in partnership with them. Through this, you'll ensure that the training programmes and apprenticeships we deliver in their workplaces meet their evolving needs. You should also be an inspiring leader: someone who can motivate everyone around you to achieve exceptional results.

In terms of experience, your background could well be in selling and marketing training solutions (possibly with a private provider) - or a similar area. What really matters is that you're a powerful strategic thinker with first-rate influencing, business planning and change management skills. In addition, you'll be keen to work with other members of our senior team to help us develop the college as a whole.

With over 6,000 students, Tameside College is the leading provider of post 16 education in the Borough of Tameside, to the east of Manchester. Our aim is to transform lives, giving everyone the chance to develop their full potential in this supportive and friendly environment.

For full details and to apply, please visit www.tameside.ac.uk/jobs.asp

Closing date: 12 noon on Friday 10th October 2014. First stage of recruitment process: Wednesday 15th or Thursday 16th October 2014. Formal interviews: Tuesday 21st October 2014.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Principal / Chief Executive

Easton & Otley College

Salary circa £125,000

Easton&OtleyCollege

Easton and Otley College is a leading specialist College based in the Eastern region, with two outstanding rural campuses located just outside Norwich, Norfolk and Ipswich, Suffolk.

The College has a strong reputation for its land based, sports and public services provision with OFSTED grading the College "Good" overall at its inspection in November 2013. The College has excellent relationships with local schools with a large 14-16 vocational curriculum. The College's Higher Education provision is delivered in partnership with the University of East Anglia and the University Campus Suffolk and is seen as an important growth area. Easton and Otley College is a vocational specialist and has a close and productive relationship with employers.

Due to pending retirement the governors are looking to appoint a highly motivated Principal.

The College is committed to safeguarding and promoting the welfare of learners and expects all staff and volunteers to share this commitment.

Leading on the strategic management of the College ensuring our curriculum and resources give the best possible experience to students, staff and the local community.

Working with an enthusiastic staff team and committed governors the successful candidate will have a proven track record of developing staff to deliver the highest standards of performance.

We seek individuals with high levels of land based sector credibility to lead the College towards outstanding in all areas.

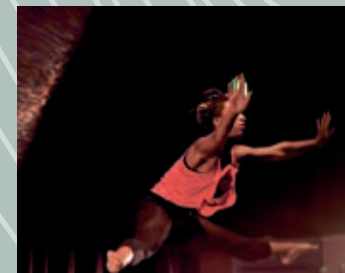
Closing date 29th October 2014 at midday.

Long list interviews week commencing 10th November 2014.

Final interviews 4th and 5th December 2014.



For further details including job descriptions and person specifications visit the College website: www.eastonotley.ac.uk/other-information/jobs/ or call (01603) 731206 to arrange an informal discussion.



Principal and Chief Executive

Competitive salary plus benefits • West Yorkshire

Calderdale College is the largest provider of further education and work-based learning, and the sole provider of higher education awards, in the Metropolitan Borough of Calderdale, West Yorkshire. We serve a diverse local community in Calderdale and attract students from neighbouring boroughs who come to our college for its warm and friendly atmosphere and student-centred approach. We bring strong links with a wide range of employers and play a central role in the regional skills agenda. Our mission is to inspire our learners to succeed in life and work and, earlier this year, Ofsted recognised Calderdale as a good college with outstanding features - we are on a clear upward trajectory and we continue to set high expectations of our learners and staff.

We are now seeking to appoint a new Principal and Chief Executive who can build on our success to date and ensure that the college continues to evolve and is well-positioned to meet the challenges of a dynamic sector.

With an outstanding track record of leadership and management, ideally gained in an education or training environment, you will bring the strategic skills to ensure that our college is robust and fit for the future, and the commercial and enterprise skills to think innovatively about new business opportunities. You will bring a track record of delivering continuous quality improvement and will be an outstanding communicator, committed to a visible, open and transparent style of leadership. You will be adept at managing external relationships, with

experience of working in partnership to deliver creative opportunities for learners. Above all, you will bring a passion for learning and the ambition to deliver even greater success at our college.

To find out more, please visit www.calderdalecollegeleadership.com

For an informal and confidential discussion, please contact our advising consultants at GatenbySanderson, **Paul Aristides** on **020 7426 3987** or **Elliott Rae** on **020 7426 3964**.

Closing date is noon on Monday 27 October 2014.

GatenbySanderson



Director of Information Services and Director of Finance

Do you want to join an outstanding leadership team? Abingdon and Witney College is a "Good" college with "Outstanding" Leadership and Management (Ofsted, January 2014) but that isn't enough for us! Our new strategic plan is ambitious and exciting – could you be part of our outstanding future?

We are looking for two experienced professionals to provide us with the strategic advice and support we need to make a real difference in Oxfordshire. We are a friendly and supportive College – Ofsted says so, and so do our staff and students – and now you can join us, too.

Director of Information Services - £54,091 per annum

You will be responsible for delivering accurate, efficient and reliable data relating to funding, student numbers, course performance and student performance. You will be able to provide well-founded and professional advice to the senior leadership team of the College and will provide well-informed and well-considered analysis of the College data in relation to local, regional and national trends and the likely impact of future funding or policy changes. The post holder will play a key role in curriculum planning and will need to work closely with marketing and curriculum colleagues in this regard. The College ambition is that the MIS function is identified by all stakeholders as the central hub for college information and that is it seen as a proactive service which positively and professionally advises colleagues on all matters relating to data and information management.

Director of Finance - £54,091 per annum


You will be responsible for the production of accurate financial data and will work with college managers to deliver surpluses which will enable the college to achieve the stretching targets underlying the new strategic plan. An experienced people manager, you will work with the team to provide outstanding financial guidance, direction and support to college staff, students and stakeholders. You will oversee the production of annual budgets and longer-term financial plans. You and the team will provide training to budget holders and will regularly monitor their financial achievement against budget. You will lead the external audit process, play a key role in planning the internal audit programme for the college and will manage the self-assessment and risk management processes for the team.

For further information, please visit our website www.abingdon-witney.ac.uk or email staffservices@abingdon-witney.ac.uk. Closing Date for applications: 16th October 2014.



www.abingdon-witney.ac.uk

Abingdon
& Witney
College



A YOUNG PERSON'S COLLEGE

DEVELOPING SKILLS, INSPIRING EXCELLENCE

The City of Stoke on Trent Sixth Form College is a thriving, lively and successful Sixth Form College, committed to social inclusion. In September 2010 we relocated to a new £33 million campus at the heart of the University Quarter of Stoke on Trent, adjacent to Stoke on Trent Railway Station, which is on the mainline from London to Manchester. October 2012 saw the opening of the University Science Centre; all STEM students are taught in this fantastic new facility. The College's mission is 'The young person's college developing skills, inspiring excellence, where students are encouraged to achieve their full personal and academic potential.'

Teacher of Mathematics

(Full Time / Permanent)

To teach in the Maths Department on predominately GCSE courses according to the College needs. The ability to teach pre-GCSE and A-level would be advantageous.

The teaching post would be suitable for an NQT, who are encouraged to apply, or experienced teachers.

Salary will be paid according to the Sixth Form College's Salary Spine for Teachers.

Closing date: Friday 10th October 2014, 12.00pm

For further details and an application form please visit the College's website:
www.stokesfc.ac.uk, or email personnel@stokesfc.ac.uk.
Alternatively, telephone Personnel on (01782) 854210.

The College is committed to Equal Opportunities. Applications are particularly welcome from members of the ethnic minorities who are currently under represented at the College.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You should note that an enhanced DBS Disclosure will be required prior to taking up an appointment with the College.

INVESTORS IN PEOPLE

POSITIVE ABOUT DISABLED PEOPLE



Job Title: Lecturer in Maths

Closing Date: Friday 10th October 2014 at 12 noon.

Walsall College is an award winning Further Education College, judged by Ofsted as an Outstanding College and a genuine Investor in our People. Join our team and you'll become part of a community which is dedicated to success - where nurturing the talent of our staff is just as important as fostering the skills of our students. We are seeking exceptional candidates to fill the above position. **More details can be found at www.walsallcollege.ac.uk/jobs**





We are looking for a:

SALES ADMINISTRATOR - IMMEDIATE START

SALARY: £20K TO £22.5K (DOE)

Greenwich, London

Responsible for the day-to-day administration of the Lsect sales team office.

Roles will include: supporting the sales manager and executives with the processing of sales, general office administration, financial administration and maintaining high levels of customer service.

Closing date: 5pm, Friday, 10th October

To apply email: hannah.smith@lsect.com

For more information visit jobs.feweek.co.uk

Lsect is publisher of

FE Week

ACADEMIES WEEK



HARTLEPOOL COLLEGE OF FURTHER EDUCATION

An Equal Opportunities Employer

APPOINTMENT OF PART-TIME LECTURER – ENGLISH

[TEMPORARY]

Hartlepool College of Further Education seeks to appoint an enthusiastic and proactive Lecturer who can offer teaching and curriculum development in English across level 1 and 2 functional skills. The College was recently judged as being 'good' by Ofsted (April 2014) and now it turns its attention to becoming outstanding. This exciting opportunity offers an enthusiastic, ambitious and committed individual the chance to join this forward-looking college as it embraces change and strives to become an outstanding further education college.

Applicants should have relevant experience together with advanced professional qualifications. Applicants must possess or be willing to obtain a teaching qualification, and be prepared to work in a team.

Salary up to £33,516 per annum

For full details and application forms please go to www.hartlepoolfe.ac.uk/jobvacancies, or contact the Head of Personnel on 01429 857141. Completed application forms must be returned by 12 noon on Friday 17th October 2014.

This appointment will be subject to an Enhanced CRB Disclosure.



HARTLEPOOL COLLEGE OF FURTHER EDUCATION

An Equal Opportunities Employer

APPOINTMENT OF PART-TIME LECTURER – MATHS

[TEMPORARY]

Hartlepool College of Further Education seeks to appoint an enthusiastic and proactive Lecturer who can offer teaching and curriculum development in Maths for level 1 and 2 functional skills. The College was recently judged as being 'good' by Ofsted (April 2014) and now it turns its attention to becoming outstanding. This exciting opportunity offers an enthusiastic, ambitious and committed individual the chance to join this forward-looking college as it embraces change and strives to become an outstanding further education college.

Applicants should have relevant experience together with advanced professional qualifications. Applicants must possess or be willing to obtain a teaching qualification, and be prepared to work in a team.

Salary up to £33,516 per annum

For full details and application forms please go to www.hartlepoolfe.ac.uk/jobvacancies, or contact the Head of Personnel on 01429 857141. Completed application forms must be returned by 12 noon Friday 17th October 2014.

This appointment will be subject to an Enhanced CRB Disclosure.



Colin Grundy Drive, Hamilton, Leicester, LE5 1GA

Telephone: 0116 2744 500 Fax: 0116 2742 051

www.gateway.ac.uk

TEACHER OF ENGLISH (Ref: 14-18)

Full time, fixed term until 2.7.15

We are seeking to appoint an enthusiastic and innovative teacher to deliver English courses from Entry Level to GCSE.


Applicants should have a teaching qualification and relevant experience of Functional Skills and GCSE English. Experience of working with mixed ability groups and LLDD students is essential.

Employment for these posts is under the Sixth Form Colleges contract, 195 days (1265 hours) with the SFCA pay spine (£21,469 - £36,642).

Closing date: 9th October 2014

Interview date: week beginning 13th October 2014

Further details and an application pack can be obtained from www.gateway.ac.uk or by contacting Mrs Gail Booth, HR Officer on 0116 2744505 or via e-mail hr@gateway.ac.uk.



Main Grade Lecturer – Maths: Functional Skills & GCSE

Business Development/ Work Based Learning

Salary £23,745 - £30,006

An exciting opportunity has arisen for a dedicated and capable Main Grade Lecturer – Maths: Functional Skills and GCSE in one of the country's largest Colleges.

With a turnover of £47m annually, the College services c.17,000 learners each year from a diverse variety of backgrounds. With state-of-the-art facilities, Beacon status, six National Skills Academies, Gold Investors in People status and an excellent purpose-built estate across the city, the College is home to ground breaking innovation and involved in a wide variety of exciting new developments across the city and the wider educational landscape.

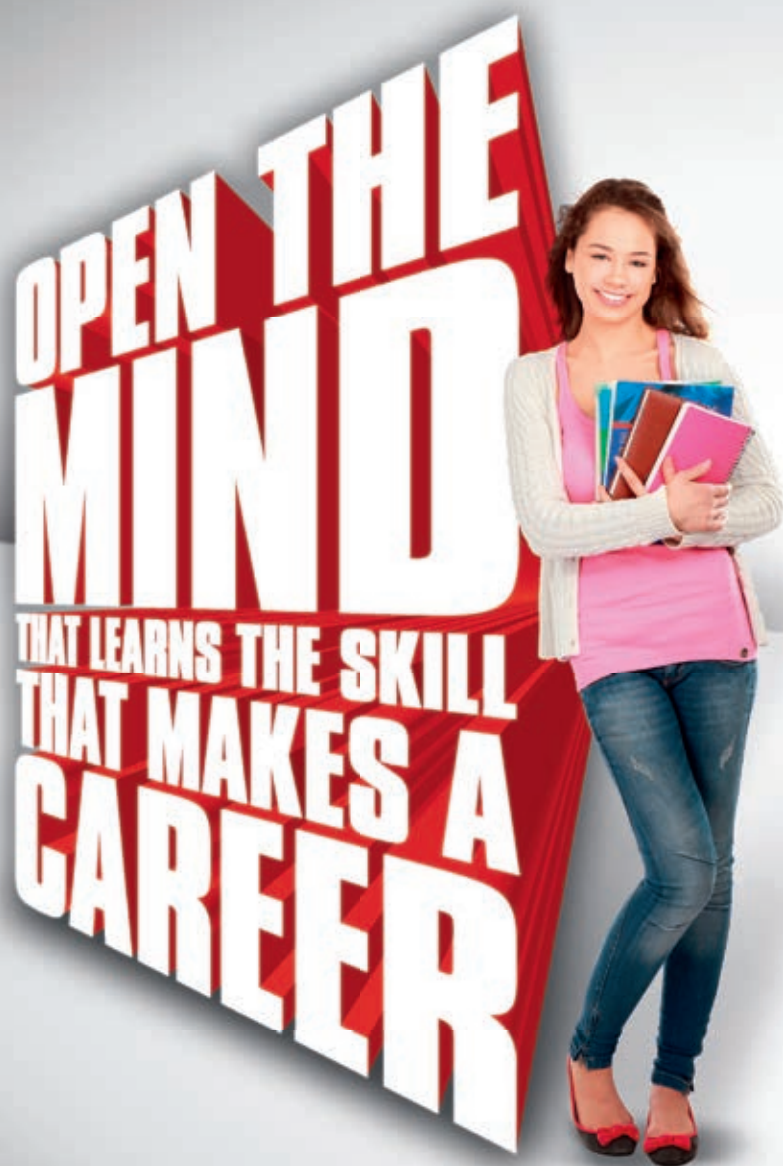
The successful candidate will have the ability to create effective and stimulating opportunities for all our Work Based Learning Apprentices through high quality teaching, learning and assessment. You will also be able demonstrate differentiation in all lessons and possess the ability to stretch and challenge the most able students.

You will be educated to Degree level and have a recognised teaching qualification. Proven experience of curriculum planning and delivery is essential in addition to an ability to meet deadlines and a track record of achieving above benchmark results. You will be engaged in Continuing Professional Development and ideally have experience of resource based learning and an ICT qualification.

The City of Liverpool College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and adhering to the requirements of the Equality Act 2010.

Closing Date: Midnight, 10th October 2014

Further details and an application pack can be accessed under 'The College' 'College Jobs' at: www.liv-coll.ac.uk where you can complete your application online.



Here at OCR, we work with you and employers to create relevant and skill-based qualifications. They can help empower your learners to develop the skills they need for future employment and life.

Our range of vocational qualifications is proven to not only support people's education, but also raise their confidence and aspirations for the future.

It is only by continuing to work together that we can ensure the future workforce is armed with the skills required to move their careers forward and become empowered individuals and employees.

Visit ocr.org.uk/vocational to empower your learners

Quality Vocational Qualifications, Cambridge Style



OCR
Oxford Cambridge and RSA

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

1		7		3	5	9		
8		9			6	2		
								1
		1			4			8
	6						4	
9			8			5		
2								
		5	9			4		2
		6	5	8		7		9

Difficulty:
EASY

Last Week's solutions

3	2	4	9	6	8	1	7	5
9	8	1	3	5	7	2	4	6
7	6	5	4	1	2	9	3	8
2	3	6	7	9	1	5	8	4
4	9	7	8	3	5	6	1	2
1	5	8	6	2	4	3	9	7
5	7	9	1	8	6	4	2	3
6	4	3	2	7	9	8	5	1
8	1	2	5	4	3	7	6	9

Difficulty:
EASY

		1			6		7	
9								
		6	5		9	4		3
3		8		1		7		
			9		8			
		7		2		8		4
5		3	8		2	6		
								7
	4		7			9		

Difficulty:
MEDIUM

8	3	4	5	1	7	6	2	9
2	7	6	9	4	8	5	1	3
1	9	5	2	6	3	7	4	8
3	4	8	6	7	1	9	5	2
9	5	7	4	8	2	1	3	6
6	2	1	3	5	9	8	7	4
4	6	3	1	9	5	2	8	7
7	1	2	8	3	6	4	9	5
5	8	9	7	2	4	3	6	1

Difficulty:
MEDIUM

Solutions:
Next week

Spot the difference
to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was student VAT adviser Christopher Baker (pictured right), from Cheltenham's Davies Mayers Tax Advisers.

